

CAITA All American Curriculum

ZALAINA CARPENTER

REV. T.B.

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ISBN:

DEDICATION

To all The Real Ones the parents across the Globe that want to Save thlem
and Our Future Aquisition!
To all Parent and children With sooo Much love from Mini Rev. TB I love you
and want the best Opportunities for all of our Intelligence.

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ACKNOWLEDGMENTS

YHWH

CHAPTER 1

CAITA SAMPLE LETTER

Homeschooler's Parent Name: Ms. Tame Boyy

Address: 1 O Street

Albany, N.Y. 00000

Today's Date : July 27th, 2018

Albany City School District - **ATTENTION** -
Homeschooling - Superintendent of Albany City School
District - Kaweeda G. Adams

Director of Pupil Personnel Services - Kerri Canzone-Ball, Ed.D., and Ms. Mc Dowell if appropriate in Pupil Personnel Services and the School he was attending, as I already have as well! NOTE : Since I have not been able to get the Albany City School Districts cooperation, respect or Professionalism when I attempt to work with ANY of you, do not expect any. So I am requesting this too be sent to ALL appropriate parties incl. the CSE Dept. Chairperson Katie M. as my child is disabled currently has an IEP at previous school on record with district.

75 Watervliet Avenue
Albany, NY 12207

^^^^^^^^^^^^^^^^^^

ZC^^^^^^^^^^^^^^

Letter of Intent to Home School

To Whom it May Concern,

I am sending this letter of intent as required of Section
100.10 of the Regulations of the New York State
Commissioner of Education.

I intend on homeschooling my son, Donald Duckie, who
will be entering grade 9/10, for the 2018 - 2019 school
year.

In Regards,

Ms. Tame Boyy

CHAPTER 2

Creating the IHIP - (Actual Submitted IHIP; details throughout)

Individualized Home Instruction Plan

**(IHIP) Grades 9-10 Name Student:
Grade:**

*Completed IHIP following a letter of intent
submitted to;*

Superintendent of Albany City School District- *Kaweeda G. Adams*; Director of Pupil Personnel Services - *Kerri Canzone-Ball, Ed.D.*, requesting the receivers forward to other subordinate appropriate parties in Pupil Personnel/ or School that need to be informed as well as CSE, Chair person - *Katie Magel*

1 Academy Park,

Albany, N.Y. 12207

Date Received:

Name of Student: Donald Duckie

Student's Grade : 9/10

**10th Student's Birth 0/00/
ate: 00**

**City/State of Birth: Albany,
N.Y.**

**Name of BOTH Parents/Guardians: Ms.Tame Boyy / Mr. D.
Duckie**

Mailing Address: 0 O Street

**City/State: Albany, N.Y. Zip: 00000 Home Phone: 518 -
000- 0000**

Parents' E-mail address: z000@gmail.com

Name of person providing Home Instruction: Ms. Tame Boyy

Suggested Dates for Quarterly Reports

**11/04/1
6**

**1st
quart
er**

**02/03/1
7**

**2nd
quart
er**

**04/07/1
7**

**3rd
quart
er**

**06/23/1
7**

**4th
quart
er**

PROJECTED plan for annual assessment

Name of Standardized Test (Annual Assessment): the Stanford Achievement Test or the Comprehensive Test of Basic Skills, whichever is approved and reasonable for my son the District Superintendent and Myself!. August 11, 2018

Parent/ Guardian Signature:

Date:

School District Representative

Date

CHAPTER 3

INDIVIDUALIZED HOME INSTRUCTION PLAN -- GRADES 9-12

PLEASE DO NOT DETACH FROM COVER SHEET

**Curriculum Grades 9-12 (Required Instructional Hours:
990 per year or 248 per quarter)**

The UNITS are cumulative requirements for grades nine through twelve. The time suggestions are provided as a MODEL to assist in assessing equivalency: as a 9/10 grader you can keep this page as a reminder of the hours and expectations on a legal level for you as a student. It seems like a lot of hours but we will do 45mins of each class daily NOT 180 minutes each per day sooo RELAX! This is FYI so I have *highlighted* all that pertains to YOUR YEAR 2018/2019, just look below and refer back ...NOTE: REMEMBER PLEASE I WILL QUIZ YOU! ASK questions about material just like this, although may seem like junkmail, it is a very valuable sheet to refer too..Thank you for all of your cooperation and I am certain you will have a Fascinating year so Prepare to Enjoy a GREAT learning experience!

*******Can you Read the bottom* sentence?! (JUST CHECKING EYESIGHT, make sure your glasses are working, *how does a boy Enjoy learning, when he can not see his lesson!?* *****THINK we are off to a good start!* Now read alllll the way to the bottom, THANK YOU! Inform me of any issues!!**

CAITA Curriculum Courses

English/Language Arts (4 units)

180
minutes
per week

Mathematics (2 units)

180
minutes
per week

Science (2 units)

180
minutes
per week

**-Physical Environment Science
such as Earth Science**

**-Physical Life Science such as
Biology**

Social Studies (4 units)

180
minutes
per week

-Geography

-Global History

-US History (as 1 unit)

-Government (as ½ unit)

-Economics (as ½ unit)

Health (1/2 unit)

(inc. HIV/AIDS, alcohol/drug/tobacco
abuse, fire/highway/bicycle safety, child
abuse)

Music or Visual Arts (1 unit – ½ unit for 2 yrs)

Physical Education (2 units – ½ unit every year)

Language other than English (optional)

* electives (3 units) - I must research further then update you

90 minutes per week

90 minutes per week

* YOU

can choose

90 minutes per week

Unit Explanation

1 unit = 180 minutes per week for 1 year or 90 minutes per week for two years.

$\frac{1}{2}$ unit = 90 minutes per week for 1 year or 45 minutes for two years.

$\frac{1}{4}$ unit = 45 minutes per week for 1 year or 90 minutes per week for $\frac{1}{2}$ year.

Note: For an overview of the required components, see *State Education Department for Regulations page*

Student Contact / Emergency info. sheet

Donald

Duckie

Student

Signature _____

Date _____

Parent/Guardian Name _____

Ms. T

Boyy _____

Parent/Guardian

Signature _____

Date _____

This information is kept confidential

Student/Parent Information:

Parent(s) Names:

1. Ms. Boyy _____

2. Mr. Duckie _____

Student Name (first and last): Donald Duckie _____

Parent(s) primary email:

1. z000@gmail.com _____

2. _____

Parent(s) primary contact number:

1. 518 000 0000

2. _____

Student lives with:

Mother

Food Allergies: _____

Include anything you feel is important for me to know about your child: _____

CHAPTER 2

CODE OF CONDUCT

1. Classroom attendance is a necessary part of this course. You are allowed no more than x number of unexcused absences.

2. Classroom participation is a part of your grade in this course. To participate you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.

3. You are expected to be on time. threats or insults, damaging property, may result in your removal from class in accordance with policies and procedures outlined in the ISU's Code of Student Conduct and in consultation with Community Rights and Responsibilities

** SPECIFIC INSTRUCTIONAL TIME & GRADE Requirements*

1.) According to the policy Keep within that (x) number of unexcused absences.

2. Classroom participation is a part of your grade in this course. To participate you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.

3. You are expected to be on time. Class starts promptly at x. You should be in your seat and ready to begin class at this time. Class ends at x. Packing up your things early is disruptive to others around you and to myself.

4. Raise your hand to be recognized.

5. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to their opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.

6. Any discussion from class that continues on any listserv or class discussion list, should adhere to these same rules and expectations.

7. Any continued disruption of class will result in a report to the Coordinator of Community Rights and Responsibilities for a conduct code infraction. After one warning, if the disruption continues, you will be asked to leave the classroom for the remainder of class.

8. You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated. Please refer to the Code of Student Conduct by which all students are expected to abide. Grade penalty that will be issued to you should you be found responsible for academic dishonesty will be (F in course, F on assignment, 1 letter grade lower in course, redo assignment, etc.)

9. What you can expect from me: I will be prepared for class, on time, I will not leave early, I will be respectful you and your opinions.

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.

Disruptive behaviors, including excessive talking, arriving late to class, sleeping, reading newspapers, Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. All pagers, wireless phones, games, players or other electronic devices that generate sound and/or pictures must be turned off during class.

using unauthorized electronic devices during class is not permitted. Repetitive and seriously disruptive behavior, e.g. , fighting, using profanity, personal or physical threats or insults, damaging property, may result in your removal from class in accordance with policies and procedures outlined in the ISU's Code of Student Conduct and in consultation with Community Rights and Responsibilities

Please sign below if you understand ;

Please sign below if you understand ;

Student signature :

Teacher Signature of your acceptance to terms :

CHAPTER 5

WELCOME TO OUR HOME ACADEMICS SYLLABUS

*PLEASE READ ME ENTIRELY FOR YOUR
BEST YEAR YET (SMILES)

**PLEASE I ENCOURAGE YOU TO VIEW
THE VIDEOS!!**

**Hey may save you lots
of time of some
reading!**

**Each class/ or course
has an
electronic/virtual
assistant (video) to aid
you in your
understanding of what
is expected of you, what
you will learn and how
we can have a
successful year.**

WATCH/read Letter from " Mommy to Me", by: Zalaina Carpenter, (LOL) it will earn you - BONUS pts. For incentives toward field trips etc. to make your learning experience one you can enjoy and hopefully remember!

Please share any thoughts, insights or grievances (concerns or issues) in the **journal you will be provided we will address them professionally, respectfully and collectively (together)**

SYLLABUS -

Created FOR HOME SCHOOLers in 2018 - 2019 ,

However this is not only good for these grades but the information last far beyond:

Here is my students Fresh Start 4Success your subjects, textbook, material and expectations to be successfull!

CHAPTER 6

SUBJECT COURSES INCLUDED

Mathematics - Heath Class- Home Economics- Physical Education- Social Studies- Language Arts- Art-Music- Global History - Biology Etc.

MATHEMATICS

Textbook - *Math version 1.1 CAPS Grade 10 Mathematics, Written by: SIYAVULA / Volunteers*

Mathematics Class 10 Syllabus

Exam Structure

Units	Marks

I	Number Systems	06
II	Algebra	20
III	Coordinate Geometry	06
IV	Geometry	15
V	Trigonometry	12
VI	Mensuration	10
VII	Statistics & Probability	11
Total	80	

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS

Euclid's division lemma, Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of results - irrationality of $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, decimal expansions of rational numbers in terms of terminating/non-terminating recurring decimals.

UNIT II: ALGEBRA

1. POLYNOMIALS

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

Pair of linear equations in two variables and their graphical solution. Geometric representation of different

possibilities of solutions/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems must be included. Simple problems on equations reducible to linear equations.

3. QUADRATIC EQUATIONS

Standard form of a quadratic equation $ax^2+bx+c=0$, ($a \neq 0$).

Solution of the quadratic equations (only real roots) by factorization, by completing the square and by using quadratic formula.

Relationship between discriminant and nature of roots.

Situational problems based on quadratic equations related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS

Motivation for studying Arithmetic Progression Derivation of the

**nth term and sum of the first n terms of A.P. and their application
in solving daily life problems.**

UNIT III: COORDINATE GEOMETRY

1. LINES (In two-dimensions)

Concepts of coordinate geometry, graphs of linear equations.

Distance formula. Section formula (internal division). Area of a triangle.

UNIT IV: GEOMETRY

1. TRIANGLES

Definitions, examples,

counter examples of similar triangles.

(Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.

(Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.

(Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.

(Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.

(Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.

(Motivate) If a perpendicular is drawn from the vertex of the right

angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.

(Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.

(Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.

(Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right triangle.

2. CIRCLES

Tangents to a circle motivated by chords drawn from points coming closer and closer to the point.

(Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.

(Prove) The lengths of tangents drawn from an external point to circle are equal.

3. CONSTRUCTIONS

Division of a line segment in a given ratio (internally).

Tangent to a circle from a point outside it.

Construction of a triangle similar to a given triangle.

UNIT V: TRIGONOMETRY

1 . INTRODUCTION TO TRIGONOMETRY

Trigonometric ratios of an acute angle of a right-angled triangle.

Proof of their existence (well defined); motivate the ratios, whichever are defined at 0° and 90° . Values (with proofs) of the trigonometric ratios of 30° , 45° and 60° . Relationships between the ratios.

2. TRIGONOMETRIC IDENTITIES

Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given. Trigonometric ratios of complementary angles.

3. HEIGHTS AND DISTANCES

Simple and believable problems on heights and distances.

Problems should not involve more than two right triangles.

Angles of elevation / depression should be only 30° , 45° , 60° .

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60° , 90° and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken).

2. SURFACE AREAS AND VOLUMES

(i) Problems on finding surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.

(ii) Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken).

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS

Mean, median and mode of grouped data (bimodal situation to be avoided). Cumulative frequency graph.

2. PROBABILITY

Classical definition of probability. Simple problems on single events (not using set notation

Classical definition of probability. Simple problems on single events (not using set notation).

Materials: 1 5 subject note book or 5 spiral loose leaf notebooks, 3 marble notebooks, a calculator, a ruler, loose leaf and typing (blank PAPER), index cards and study guide.

CHAPTER 7

SCIENCE -

Textbook - *Glencoe Science Reading Essentials for Biology The Dynamics of life An Interactive student textbook ; Mc Graw - Hill /*

Biology by Miller/Levine, Copyright 2007, Pearson Prentice Hall publisher.

Course Introduction Welcome to Biology -

You are about to begin a unique experience where you will have the opportunity to learn cutting edge science and perform experiments and protocols you will find challenging and interesting.

Biology, promotes interest in biology through some laboratory inquiry and investigation.

This course emphasizes the newest areas of research and technology in the biological sciences, namely the molecular approach, genetic engineering and biotechnology.

Learning will take place through teacher-class discussion, reading the textbook and taking notes, laboratory investigations, videos, computer activities, supplemental reading, and of course homework, quizzes and tests.

Good study habits will be developed and are essential to understanding and learning the information presented in class. I am looking forward to providing you with a challenging but rewarding science experience this year!

Course Outline -

Unit 1 - The Nature of Life

Chapter 1 The Science of Biology

Chapter 2 The Chemistry of Life

Unit 2 - Ecology

Chapter 3 The Biosphere

Chapter 4 Ecosystems and Communities

Chapter 5 Populations

Chapter 6 Humans in the Biosphere

Unit 3 - Cells

Chapter 7 Cell Structure & Function

Chapter 8 Photosynthesis

Chapter 9 Cellular Respiration

Chapter 10 Cell Growth and Division
Course Outline -

Unit 4 - Genetics

Chapter 11 Introduction to Genetics

Chapter 12 DNA and RNA

Chapter 13 Genetic Engineering

Chapter 14 The Human Genome

Unit 5 - Evolution

Chapter 15 Darwin's Theory of Evolution

Chapter 16 Evolution of Populations

Chapter 17 The History of Life Unit 10 The Human Body (Time Permitting)

Chapter 35 Nervous System

Chapter 37 Circulatory and respiratory System

Chapter 38 Digestive and Excretory Systems

Chapter 39 Endocrine and Reproductive Systems

Chapter 40 the Immune System

Course Tools A spiral bound notebook, bring it everyday to class, writing utensils. (2 pens and 2 pencils) and Textbook: Biology by Miller/Levine, Copyright 2007, Pearson Prentice Hall publisher.

Grading System Approximately one third of your grade is homework; one third is laboratory and class activities and one third of your grade is tests and quizzes. B. The Final Examination at the end of the semester is worth 15% of your semester grade. C. My scale is the standard **90% = A; 80% = B; 70% = C; 60% = D** Extra Credit As I prefer you focus your efforts on what we are currently covering, extra credit assignments will be very limited. Classroom Expectations You are a young adult and have reached a level of maturity that requires you to accept full responsibility for your actions

Expectations are simple and need to be followed.

1. Treat ALL the way you would want to be treated.
2. Do not talk during instruction.
3. Do not eat, drink, or chew gum in class (water will be allowed).
4. Follow directions and do not be distracting to YOUR learning. If expectations are not met, school discipline policy will be implemented

Homework A. Homework must be turned in, No late homework will be accepted. B. No late assignments are accepted. If you are absent, you are still responsible for the work we completed in class. For each day you are absent, you have the same number of days to make-up your assignments.

Missing one day can cause your grade to be affected significantly. Each day of instruction builds on the previous day; missing a day can throw off the sequence for many days to come. The only reason you should miss school is family emergencies and when you are ill. You will find this course challenging and rigorous. If you accept the challenge, you will learn higher order thinking skills, organization, good study habits, reading techniques and of course, biology! This syllabus is a general description of the course and is subject to change.

CHAPTER 8

HEALTH AND SAFETY/ Financial Consumer ED

Textbook - *Introduction to Wellness, Fitness and Lifestyle Management* Mc Graw - Hill Connect Fitness/Wellness; - wellness worksheet Textbook by McGraw - Hill 12Ed. Paul M. Insel, Walton T. Roth

Unit 1: 4 Days (Instruction/Article)¹/₂ Day (Review Summary)¹/₂ Day (Test) = 5 Total Days • Personal Health Dimensions of Health/Wellness, Healthy Lifestyle, Parental Responsibilities, Hygiene, Physical Fitness and Review. How to Write a Summary Article (In-Class) Summary (Homework) and Web-Quest

(In-Class or Homework) Movie Suggestion: perhaps

Unit 2: 4 Days (Instruction/Article)^{1/2} Day (Test)² Day (PGR); = 6 ½ Total Days • Nutrition, Healthy Eating, Nutrients, Dieting and Eating Disorders. Article (In-Class) Summary (Homework) PGR – Persuasive Argument (In-Class) Webquest (In-Class or Homework) Movie Suggestion: Food Inc., Supersize Me

Unit 3: 5 ½ Days (Instruction/Article/Show Projects)^{1/2} Day (Test) = 6 Total Days • Substance Abuse, Illicit Prescription Drugs / Date Rape Drugs, Alcohol, Tobacco Other Addictions: Gambling, Article (In-Class) **Project: Newsletter (Show in Class) Movie Suggestion: When A Man Loves A Woman**

Unit 4: 5 ½ Days (Instruction/Article)^{1/2} Day (Test) = 6 Total Days • Mental Health o Mental Health Overview with Stress and Neglect. Coping with Divorce/Loss of a Loved One with/ or having Mental Disorders and Suicide, Article (In-Class) with Summary (Homework) Webquest (In-class or Homework) Movie Suggestion: **Prayers for Bobby**

Unit 5: 5 ½ Days (Instruction/Article/Show Projects)² Days (PGR)^{1/2} Day Test = 8

Days • Sex Education, Puberty the Reproductive System, Self-Examinations HIV/STD's anxiety and TESTING, Practical Sex Guidelines with Article (In-Class) PGR – Persuasive Argument (In-Class) Project: You will create a short commercial or video to discuss your experience or others utilizing the information/process you will learn! (PSA) iMovie STI's/Contraceptives (Show in Class, maybe I will stream it on my channel) any public displays of any sorts will only be after

retrieving your (the student, my child's) permission consent authorization to do so in signing a disclaimer always respectively FIRST!. So enjoy the opportunity to be YOU...

Movie Suggestion: *And the Band Played On; Philadelphia*

Unit 6: 4 Days (Instruction/Article)/½ Day (Test) = 4 ½ Total Days

• Safe Dates o Abuse/Consequences o Red Flags o Equal Power through Communication o Article (In-Class) Summary (**FINAL EXAM**) a Movie Suggestion

(we will discuss in class and) pick from box: Enough Final Exam: 1 Day (Review for Final); 1 Day (Final Exam) = 2 Total Days

Material : 1 Binder, 4 different color folders, 1 spiral note book, 1 marble notebook and any supplies I supply and instruct you to be prepared.

Health class will consist of 6 Units - 1.) Personal Health, 2.) Nutrition, 3.) Mental Health, 4.) Substance Abuse, 5.) Safe Dates, 6.) Sexual Education

Bring your textbooks and workbook to each class, to be successful/interact

- Safe Dates Summary Learning Activities: • Assessments • Handouts • PowerPoints • Homework Assignments • WebQuest • Podcasts • Projects • Movies/Videos • Summaries • Speakers

Our success will depend on learning / applying our skill to have a better comprehension of overall health/wellness and remembering **YOUR** basic needs!

" Your HOMEOSTASIS is your over all Good health, Mind, Body and Spirit" *Becoming an Adult this will be important in maintaining happiness! Think about it for a moment if your upset sad, hungry or sick you DON'T feel so Happy then. Do you?!*

Unit 1 - Gain, analyze, and apply health information

- Knowledge about and use of available health services

Student will develop a list of health providers/resources in the district

- Health choices and long-term consequences of choices

How you can control your choices for less negative consequences?

- Benefits of, practices for, and personal responsibility for health

What is Basic Needs? Why are they important to meet? What are some of your basic needs you can identify with since learning about wellness in class.

- **Personal health profile and plan**
- **Interrelationships of physical, mental, and social health**
- **Impacts of social pressures on physical, emotional, and social health**

How peer pressure, family, circumstances and the environment you live and work in can/will affect your health.

- **Marketing and advertising effects on health behavior**
- **Structure, functions, and interdependence of major body systems**
- **Causes and effects of poor body image**

What is self - esteem? What does Confidence and Self - Affirmation have in common? * BONUS: Write a sentence of an example of each in a circumstance!

- **Eating disorders and their prevention and treatment**
- **Changes in anatomy during puberty**

- **Role of hormones in growth, development, and personal health**
- **Reproductive processes; healthy development of fetus**
- **Consequences of sexual activity**

What are some things one can do to prevent pregnancy and the exposure of contagious diseases and bacteria.

- **Strategies to resist pressures to become sexually active**

To build on the creation of healthy relationships and dating behaviors

- **Lifelong strategies for identifying and preventing depression and anxiety**

What is anxiety? Can you relate with being overwhelmed or more stressed than usual? During the drawing assignment remember it is about how these images/sounds/drills make YOU feel

- **Myths and facts related to disease transmission and prevention**

A Myth or a Risk? Choice REMEMBER it is your wellness at stake...

- **Laws relating to tobacco, alcohol, drugs, and other controlled substances**

The law says that all DRUGS are illegal in Urban demographics! Express what you have discovered during research about rural areas and the

Suburbs and how there is an apparent disparity in criminal treatment and acceptance thereof.

Why are DRUGS to SAY NO TOO? What can it do to a human beings life, their relationship, employment, finances, motivation and CHARACTER? Why do you think after learning the behavior and dangers of drugs many confuse some Mentally Ill people with being "drug Addicts"?...apply Characteristic comparisons on chart provided. * Note : Important assignment as many people are judged and perceived wrong if you want to be a contribution to your community family and society, BE MINDFUL of DIVERSITY.. Do not mix people in a bottle container

- **Treatment options for drug and other addictions**

What are some options for those suffering or struggling with Mental Health issues ex. Depression, Anxiety, PTSD, Grief, Paranoia, mood swings and mania.

Remember this population has no control or CHOICE over what is happening to them psychologically. They will depend on your humanity as you should regard theirs ALWAYS!

- **Basic safety rules for daily and recreational activities**
- **Understanding of first-aid procedures and emergency response**
- **Use, abuse, and effects of medications, tobacco, alcohol, and other controlled substances.**
- **Relationship between tobacco, alcohol, or illegal drugs and such unsafe situations as date rape, sexually-transmitted disease, and drinking and driving**
- **Preventing the use of tobacco, alcohol, and illegal drugs**
- **Prevention of and response to deliberate and accidental injuries**
- **Reasons and ways to avoid violence, gangs, weapons, and drugs**

You making the right choices will minimize your risk, however You can not control Anyone and their intent. So how can you try to minimize your harm in circumstances subjected upon you!

- **Skills to identify, avoid, report, and cope with potentially dangerous situations**
- **Positive and negative characteristics of social groups, gangs, clubs, cliques**
- **Development of self-confidence, self-esteem, and self-control**

- **Appropriate ways to express emotions**
- **Positive social interactions with peers, in home, and in the community**
- **Bullying, alternative behaviors to bullying, and appropriate responses to bullying**

Why is it unnecessary and Dangerous? Why is advocating for yourself important in handling a disturbing situation by a bully NO MATTER who that BULLY may be.

- **Strategies for resolving conflicts with peers and others**

Also we will discuss how every confrontational situation does not need to be confronted with more anger or lack of knowledge. Why walking away may pose a threat on Your safety (DO NOT TURN YOUR BACK on Danger)

- **Getting personal support from family is crucial for any human being, lean where and on who you can for positive reinforcement and encouragement to WIN!**

Do you think family support is important to ones success?

CHAPTER 9

SOCIAL STUDIES

SOCIAL SCIENCE

Textbook - *The American Reconstruction- The 21st Century Guided Really Workbook*

Holt Mc Dougal and Prentice Hall African American History 2nd Edition, Darlene Clark Hine, William C. Hine, Thomas Jefferson - The Art of Power by : John Meacham summarized by: Walter Antoniotti; from "Republic to Citizenship", Facing History and Ourselves Studyguide author; Daniel Siguard,

NOTE : we will be using a variety of text for accurate and truthful fun engaging information so this is in FACT an EDUCATIONAL LEARNING EXPERIENCE! So GEAR UP, as we are going on an extreme journey back in time so let's make it ADVENTUROUS!

World History: From a "Republic" to a Modern World and current Geography

" What is Beringia? Who was Sundlata, King of Mali? "

Unit 1 - The Americas and its Foreign International Colonization

The Americas before RECONSTRUCTION of the Republic to a Democracy of Imperialism and an enslaving settlement. 1400 -Present American History, The interactive Native American way. From a " Cherokee" Mauritania to an

"American", United States "citizen" - You will Define, yet have more indep`

- We will discuss "Indian" or the Native American History, who created 1 word to represent cultures Nations of the Brown/Red man! "How one's humanity places THAT very man's humanity under attack!" Why do you think this happens?!!!

** We will discuss those famous fascinating triangular Natural man made monuments that will Never be replicated in such a manner.*

** How the "Pale" European Angle invasion destroyed Nature, Nurture and Nativity. We will learn lots about "American History" but we need to be clear not Mislead that the United States is a developed Corporation (industrialized) for colonizing imperialistic practice implementation thru government.*

Note : for this portion I will have you and your other parent sign that we are in all agreement about the material used in this unit as some images can be disturbing but very INFORMATIVE about character which will be important thru out class and life to have better understanding of the different cultural groups-

** their behavior - expectations of others, mannerisms, emotions, credibility, treatment, reliance and independence FROM others!*

** socialization - how different cultural groups interpret behaviors, people, places and things even God! How ALL of these things affect what is called one's PERCEPTION, of others, including themselves!*

*** Intergration - the positives and the negatives of HAVING to CO exist with those that do not possess the human skill to exist with you! How has it affected ALL cultural groups who exist to be FREE?!**

"For what is Passion or progress, Compared to Profane Protest!...." ZCarp

" To be No imitation of one self but to live as YOUR whole full self...." Shieldabeast - That is what makes You Man!

Unit 2 - Westernization and Formation of The United States - The Treaties, The United States Constitution and the Declaration of Independence

How did America "The land of The FREE become the United States the land of service! (debt and taxation)

What is Slavery and What is Indentured Servitude? What is it to volunteer and what does involuntary mean? Where is YOUR position on the 2 and what does the word "CHOICE" mean now has it become confusing after our lessons or more clear?

- Influences on the development of *western political thought*
- Glorious Revolution of England - For WHO?!
- American Revolution? Or the United States Revolution

• **French Revolution - Why is that important for "American History" let us discover what connects this Nation with the International World? Other than of course the people immigration their migration to America for United States citizenship, dreams and opportunities. What is citizenship? Why has the United States NEVER been clear on the meaning of "citizen", why so careful?!**

*** - What does then/now have in common, why are American "citizens" STILL being deprived RIGHTS, LIBERTY and JUSTICE? Explore...I want an answer/ or opinion? by the end of the Unit in my email or box, THANK YOU!**

• **Influences of the European Revolt/Colonization of 1688-1799 on the reconstruction of law that takes Authority out of ones hand to give to men in a system of another.**

The New government and Restricted individual liberty

• **The Industrial Revolution in Europe the United States**

Unit 3 - Emergence of Romanticism/ or "Homo sapien" sexuality.

What does these things have to do with POLITICS..Heyy let us explore our current political leaders mannerism and cultural behavior from then till now...Has it changed and how much?

How such changes in evolution pose threats on Freedoms by sensationalizing things with Romance, Sex Confusion delusion and the illusion of what love might be!

- Pose the question does sexuality equate to love or a feeling?

Does romance last forever or does it just FEEL good? Does romance have anything to do with ones sexuality? Your opinion included in a short paragraph will suffice, as the answer for you is what it is for YOU!

Romance and sexuality being individual. However how your sexuality can place you in a category of a NEW culture or community! How does Politics play a role in ones Sexual or Romantic Feelings, even for another? This is an optional personal question SO it is a GENERAL? Use the material, text, research and Culture to help you at least think about this!

Unit 4 - Global markets/Effects on human relations

- The goal is for you to learn as well as apply most of what you learn to your life moving forward.

- Be a forward moving human being progress is the only reason for living, progression and evolution of man and the future relations we will have.

Imperialism affects ALL of that. With all you will learn from this course I hope you grow a better understanding of politics for as they exist they will forever affect the life of you and yours!

- Remember the "Golden Rule" No not the 1 CEO or Corps. will discuss the one from *within and or Beyyond*

" For if I must defend myself in fear with no protection, then my perpetrator should fear a wrath that will be a reality for thee."
author X

In a Global World there will be a market as we are a part of that International process..

-Commerce in short is the business of trade for a market profit sharing value! (Think about human beings slaved and how much they earned/worked for FREE in this country for their entire generation and several others!

- *How would you feel being placed on a market or in the grocery store with a value on you a price tag another human being decided you were worth and you were NEVER paid nor was your family?..*

- Write a descriptive paragraph of what type of business man you would be Globally and if you could be compromised to sell other Human beings just to feed yourself or fund a business, steal land, start a war or feed your very family with that slaves labor?

- Could you eat comfortably at your table, happy and content running any Corp. that used others to ensure all your luxuries and necessities?

- In that instance I would like you to tell me the benefits you may sustain.. If you could not behave that way then tell me why not and what would you do to help alleviate a need for one human to survive off the back or by burdening another? [SEND to E MAIL](#) for credit (Yes, you may combine all requested assignments or bonuses with the name of subject, you may also copy and paste the? if you like moving forward in all subjects, thank you!
)

- Global changes brought about by European Imperialism
- Causes and the course of World War I
- Effects of World War I
- Russian Revolution -What this meant for their people?

- Totalitarian governments after World War I?

Give examples of Totalitarian Leadership.

- German, Italian, and Japanese drives for empire in the 1930s
- United States isolationism prior to World War II
- Rise of the Nazi party in Germany.

Who was Adolf Hitler? *and* WHO IS Donald Trump?

- The Holocaust -

Anne Frank wrote a book find it and read the 1st and last ch.

Get a feel of a young woman's perspective of war against man.

We will view video footage and research other information about this horrible tragedy in history that took her life!

Describe some challenges and traumatizing events occurring in your lifetime by the current U.S. President! How lives across the Globe have been Negatively affected forever in MANY cases, THINK of YOUR own life!

Think about why a system exist that only seems to behave for one side...Why do YOU believe the system FORGETS people like you?! (Unless your a hip hop artist or say a superintendent of a school district? and Why do you think leadership treats people that work for it different than those that will not?! * A paragraph in my box will suffice, Thank you for your cooperation!

Unit 5 • *Causes and course of World War II*

• *Consequences of World War II*

- International developments after World War II
- Causes, course, and effects of the Cold War
- *The Truman Doctrine and the Marshall Plan -*

How our leaders decisions will affect the lives of our children's offspring.

The limited freedoms on human beings by governmental imperialistic choices.

- The Chinese Civil War and upheavals in China
- Nationalism in the Middle East/ "White" America
- Establishment of Israel?! *Discover what EXACTLY this statement means? Is it a new or created Nation so what does that mean about its people or culture!*
- Collapse of the Soviet Union and end of the Cold War
- Work of the UN, SEATO, NATO, and the OAS

Unit 5 - Globalization and the spread of Capitalism

- Effects of information, technological, and communications revolutions
- Connectedness and cooperation of countries in the world economy
 - Current conflicts in the modern world
- Global issues in the modern world

What are some current problems we all face Internationally across the globe.

- **Features of increasing globalization**

- **Revival and maintenance of traditional cultures in the face of globalization**

Is this possible with all the forever changes technology makes?

How about if technology is so advanced why don't any smart phones hold storage , fly or call who you want without touching or a prompt? Why does cars get stuck in traffic and cant jump over the one in front?

- **Purpose, roles, and work of some key international organizations**

- *Examples of global interdependence and cooperation*

CHAPTER 10

ARTS

Textbook - *Phillidelphia Museum of Art 200 Years of African American Art - Resource for Student and Teacher.*

- Glencoe Art in Focus - Gene A. Mittler

NYS requires some sort of study and credit in the arts. Most schools offer experiences and study in a variety of areas in the arts. We are home schooling I will cater to and around your creative/artistic interest. Some examples are:

SYLLABUS This course will provide an introduction to art through a multi-media experience. Students will learn and apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts. Materials: You will only need a pencil, eraser, and your creative mind.

Daily Expectations: My expectations are that you use your class time wisely and work on the project at hand. If you miss class: you may have to take work during home time to get caught up.

Grading: Your grade in art will come from the following:

Doing what is assigned and meeting the objectives of the project.
Your finished piece of work
Originality of your work
Being neat and careful
Using your class time wisely
Going above and beyond the project assigned (creativity)
Using your ability to the fullest.

Grading Scale: A+ 98-100 A 95-97 A- 93-94 B+ 90-92 B 87-89 B- 85-86 C+ 82-84 C 79-81 C- 77-78 D+ 75-76 D 72-74 D- 70-71 F 69 or below

Philosophy:

A.) Provide the opportunity to learn and understand the elements and principles of design.

B.)Provide the opportunity to have hands-on projects.

C.) Provide the opportunity to try a variety of media.

D.) Provide the opportunity to be free and creative.

Unit 1: *VALUE*: Pencil grades Contour drawings Value, line, and texture in sketchbook Value scales and techniques grid with pencil Texture differences drawings/ 4 tasks Drawing brown bags Drawing bugs Drawing plants Seeing solids Still life drawings

Unit 2: *SPACE/PERSPECTIVE*: Perspective worksheet 2-point perspective boxes 2-point perspective name design Perspective project Mixed up grids

Unit 3: *LINE*: Pen and Ink Practice techniques Weed drawings Pen and Ink reproductions Choice

Unit 4: *TEXTURE*: Texture in pencil drawing Embossed copper project

Unit 5: *SHAPE*: Floral tracery Construction paper sports figure

Unit 6: *COLOR*: Discussion of color terms and theory including: monochromatic, complementary, primary, secondary, intermediate, value, tint, shade, tone, hue, neutral, analogous, warm, and cool. Value scales (tint, tone, and shade)

Color theory charts Color wheels Monochromatic painting Warm or Cool painting George Seurat pointillism painting

Unit 7: *FORM*: Clay

Unit 8: *PRINCIPLES OF DESIGN*: Balance/Movement: Pointillism Repetition: Repetition worksheet Motifs Synectics Collage Emphasis: Colored Pencil Burnishing Colored pencil worksheet Fruit Jars Contrast: Pop art Unity: Watercolor Proportion: The human body/portraits: Proportions of the human body Head angles Full body drawing Face placement Break down of facial features (Ears, eyes, nose, and mouth) ½ and ½ drawing of a human face Caricatures Cartoons

Review and utilize the human body books I have in the library and the body exhibit magazine, very interesting FACTS for Art and Biology!!!

There will be a 1st quarter final over the Elements of design and any other notes taken over the 1st quarter.

There will also be a 2nd quarter final over the principles of design and all other techniques covered 2nd quarter.

The time frame varies with each class for each project; I will let the class know when dead lines are approaching.

Note: Materials will be provided, please have supplies readily accessible during class.

Materials - Art pad, (eisel provided for class with smocks if need) Art case with pastels paint coloring pencils etc . I will provide clay and any other specific special supplies to complete our course.

YES, IF MUSIC IS NEEDED I WILL PLAY SOME ARTISTIC APPROPRIATE MUSIC!!!!

We will cover a lot of interesting facts about Art and its not just about painting, coloring or drawing but the human beings behind the Art movement...

- Animation
- Architecture
- Casting
- Ceramics
- Choral music

- **Computer graphics and applications**
- **Construction**
- **Dance or other creative movement**
- **Digital arts**
- **Drama (including mime, storytelling, and technical aspects of theater)**
- **Drawing**

Film

- **Graphic design**
- **Improvisational music**
- **Instrumental music**
- **Jewelry-making**
- **Metal Sculpture**
- **Mosaics**

- **Painting**
- **Photography**
- **Printmaking**
- **Sculpture**
- **Textiles and fiber art**

*** ?! Elective- In the study and practice of any of the performance or Visual arts, students encounter such topics and sharpen such skills as:**

- **Watching, listening, and responding to works of art**
- **Background and elements of particular art form**
- **Understanding of the processes and techniques of particular forms**
- **Principles of design**

- **Vocabulary of particular art forms**
- **Interpretation, analysis, and evaluation of works of art**
- **Reflecting on own experiences and creations or performances**
- **Art history**
- **Well-known artists and works of visual or performing art forms**
- **Cultural contexts and expressions of art**
- **Style, materials, and techniques used in a work of art**
- **Generating questions about a work of art**
- **Considering messages and purposes of a particular work of art**
- **Responding orally, in writing, or some other way to works of art**
- **Responding orally, in writing, or some other way to works of art**
- **Reflecting on the contributions of artists to society**
- **Careers in art**
- **Discipline and mindset for improving and developing skills in art**

- **Fostering of creativity and self-expression**
- **Development of artistic awareness, imagination, perception, skill**
- **Experimenting with a variety of media, forms, and techniques**
- **Solving design problems**
- **Use of digital media and tools for producing, viewing, or responding to art**
- **Polishing and furthering personal skills in a chosen area of art**
- **Participation in collaborative discussions about works of art**
- **Participation in collaborative creation of works of art**
- **Proper safety procedures for activities in the specific arts**

General goal for high school students: Use technology within all content areas to

collaborate, communicate, generate innovative ideas, create original works, and

investigate and solve problems.

- **Demonstrating proficient keyboarding skills**

- **Understanding of operating system tools, applications, and storage devices**
- **Use of a variety of common applications and productivity tools**
- **Creating products combining text, images, sound, music, and video**
- **Creating and publishing stories, games, animations, problems, and solutions**
- **Creating Web pages**
- **Use of spreadsheet and concept-mapping software**
- **Use of interactive tools to design polls or surveys to gather data**
- **Making contributions to blogs, wikis, and other digital collaborative forums**
- **Use of online databases or simulation software to interpret and predict trends**
- **Increasing knowledge about many cultures through digital content**
- **Communicating with multiple audiences through a variety of formats and media**

- **Increasing understanding of a local or global issue**
- **Researching and using information fluently**
- **Choosing appropriate search engines, directories, and online applications**
- **Selecting appropriate, relevant sources for a purpose or audience**
- **Analysis and synthesis of information to make decisions or develop solutions**
- **Assessing the credibility and validity of online sources**
- **Use of bibliography tools to cite sources from digital sources**
- **Reporting and sharing results or solutions**
- **Exploring ways to receive feedback from multiple, appropriate audiences**
- **Demonstrate understanding and avoidance of potential online dangers**
- **Understanding health hazards of frequent technology use**

- **Demonstrating safe and legal use of online sites and information**
- **Use of passwords, virus prevention, and other protective procedures**
- **Understanding risks of social networking sites; safe sharing of personal information**

online

- **Understanding privacy issues and how data are kept and available publicly**
- **Practicing ethical and respectful behavior online**
- **Careful, responsible use and maintenance of digital equipment**
- **Demonstrating openness to learning new technologies and procedures**

CHAPTER 11

English Language Arts

Textbook -

Writers Choice Grammar / Composition - McGraw - Hill Practice Workbook

Glencoe Language Arts. Mc Graw - Hill - Vocabulary Power / Grammar Practice Workbook

Glencoe Arts Spelling Power Grade 10 Mc Graw - Hill

New York State grade 10 curriculum module offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction.

Classic and contemporary authors covered in the grade 10 will incl.

*** *Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker,***

* *Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli.*

Such texts, aid students to build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. Lessons in modules linked explicitly to NYS Common Core State Standards, implementing a rigorous and pedagogically sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction.

Module 10.1 - student will engage in literature and nonfiction texts and explore how complex characters develop through interactions with each other. How these interactions develop central ideas in the texts.

students explore the intertextuality of three related poems that span several centuries:

Christopher Marlowe's pastoral poem "The Passionate Shepherd to His Love,"

Sir Walter Raleigh's critical reply "The Nymph's Reply to the Shepherd," and

William Carlos Williams's contemporary poem "Raleigh Was Right."

* The analysis of related central ideas in these poems scaffolds students' work with central ideas in Ethan Canin's short story "The Palace Thief." Students considers how Canin uses

figurative language to highlight the motivations and interactions of complex characters analyze character interactions and explore the effects of those interactions on identity in *Amy Tan's The Joy Luck Club* and a chapter from *H.G. Bissinger's nonfiction text, Friday Night Lights*.

Module 10.2 - student will read, discuss, analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning. build on the notion of identity by engaging students in the analysis of complex informational and literary nonfiction texts and rich poetry on the topic of human rights.

Examine Martin Luther King, Jr.'s use of rhetoric in his argument for universal acceptance of equal human rights in "Letter from Birmingham Jail"

Explore central ideas and figurative language in three poems that provide international and feminist perspectives on the shared desire for human rights:

"In This Blind Alley" by Ahmad Shamlu,

"Freedom" by Rabindranath Tagore, and

"Women" by Alice Walker".

Finally read Julia Alvarez's autobiographical essay "A Genetics of Justice" accompanied by Mark Memmott's journalistic article "Remembering Never to Forget,"

The focus is on how each author presents details to develop different portrayals of Rafael Trujillo and his dictatorship in the Dominican Republic.

Engage with the legal document, The Universal Declaration of Human Rights, and two speeches, "On the Adoption of the Universal Declaration of Human Rights" by Eleanor Roosevelt and Malala Yousafzai's "

What does it mean when The president of the United States Corp. signs off? Says NOOO I am NO Longer Interested! That his People are NO longer interested in protected the rights of the Inhabitants descendants, the "Americans" or their interest! What should that mean to a Nation of "Americans" unsuspecting?!

* How many agreements, declarations, rights or laws have been DISMANTLED, thrown away disgarded during this current presidency that should be PROTECTED. If one is actually working for the interest of the Public, People or Nation? Research this, then create a list of Totalarian / Dictatorship

similarities HAPPENING by The U.S. Government currently!

* I will provide a chart for COMPARE and CONTRAST this presidents imitative behavior (from past - present) of Foreign Leaders we are learning about and our own elected "leadership in the U.S./ other foreign terrorizing or concerning Nations.

***An address to the United Nations Youth Assembly,"**
to examine the argument in each and analyze how the use of rhetoric furthers specific claims related to human rights.

Module 10.3 - engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis from Modules 10.1 and 10.2

Exploring topics that have multiple positions and perspectives by gathering and analyzing research-based sources to establish a position of their own.

Will have an opportunity to conduct their own inquiry-based iterative research process.

Reading sections from *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, as well as the audio set I have in my library.

Discovering and tracking potential research topics regarding medicine, ethics, and scientific research as these topics emerge from the text. The most fascinating thing is the report about Henrietta Lacks. I would like the student to write this based on the material and strategies of rhetoric we have discussed. Just imagine how a human being cells can be used as an atomic bomb and to cure many illnesses many poor suffer from however have been neglected from benefiting from.

Exploring topics that have multiple positions and perspectives by gathering, vetting sources and analyzing research.

Goal is to establish a position of their own during this research process.

In the final unit of the module, students further develop critical writing skills as they self-edit, peer review, and revise their writing to produce effective evidence-based arguments. (I will invite a peer review team as an interactive component to accomplish third party reviews, to assist the student in attaining success of this strategy.)

Student will prepare an article or essay of choice that can possibly be submitted for publishing in a Zalaina Carpenter, children's book! This will be a part of the Final exam and

counted as 5% of the total grade. Please stay updated with details by checking mail, box and email, Thank you!

Module 10.4 - read, discuss, analyze nonfiction and dramatic texts, focusing on how the authors convey and develop central ideas concerning imbalance, disorder, tragedy, mortality, and fate. Students also explore how texts are interpreted visually, both on screen and on canvas.

Student will apply the skills and processes they have developed throughout the year to delve into classic texts spanning five centuries -

* E.B. White's twentieth century essay, "Death of a Pig."

Will consider narrative structures, style, and the concept of tragedy.

Develop a deeper understanding of tragedy with, William Shakespeare's Macbeth

analyze other artists' interpretations of *Shakespeare's* work by viewing paintings by *nineteenth-century artists and film excerpts,*

Akira Kurosawa's "Throne of Blood."

then read excerpts from -

Niccolò Machiavelli's sixteenth century
text "The Prince,"

Who was John Brown?

To See You Again : A True Story of Love in a
time of war by Joyce Gabriel, Betty Schimmel

consider central ideas such as the intersections of morality, ambition, imbalance and disorder. To build upon analysis of related central ideas over the course of the module.

CHAPTER 13

Foreign Language - SPANISH

Textbooks -

Shortcut to Spanish A 31-Day Course That Shows You How to Communicate in Spanish Using Thousands of Spanish Words You Didn't Know you Knew. By Marcus Santamaria / Edited by Roman Chagoya

Exprésate 1B along with the on-line version

Spanish will be covered in an introductive and responsive manner. The sequence part of two should prepare one for an appropriate junior/high school level. Students who successfully complete this course should be able to speak and understand a basic daily dialect of Spanish as a language from a cultural level. high school. Grades will be based on the ACFTL (American Council on the Teaching of Foreign Languages) Standards. Students use the textbook: *Exprésate 1B along with the on-line version* of the book.

The American Council on the Teaching of Foreign Languages, ACTFL CAN-DO STATEMENTS will provide learning targets for curriculum and unit design, serving as performance indicators. Students will learn how to chart their progress with these statements through small steps as part of an overall reflective learning process.

This poster Path to Proficiency, will also help students to understand where they are on their

journey to learning a new language!

Puente - Review Essential Grammar, Vocabulary and Phrases learned.

Objetos: By the end of this review, students will review the following:

Ask and gives names

Ask how someone feels and answer

Ask for and give personal information

Ask and give descriptions

Talk about likes and dislikes

How to use important verbs and their forms

Talk about what they and others like to do

Ask what a friend wants to do and answer

Talk about classes and school supplies

Talk about family relationships

Talk about their responsibilities (chores) at home

Unit - Casa y Quehaceres (*House and Chores*)

Objetos: By the end of the unit students will learn to do the following:

Casa

Talk about where they live

Identify rooms in a house

Identify furniture in various rooms

Use prepositions to indicate the location of the rooms

Describe the floor plan of a house or apartment

Quehaceres

Talk about the chores they have to do at home

Complain about their chores!

Géocultura: Mexico

Objetos: By the end of this cultural unit, students will learn the following:

The location of major cities and landmarks in Mexico Basic information about Mexico

Foods and drinks served in restaurants and homes Traditional Mexican meals. Make comparisons between what they eat to Mexican and Spanish meals.

Unit 6 - A Comer! (*Let's Eat!*)

Objetos: By the end of the unit students will learn to do the following:

Plan a menu for breakfast, lunch, and dinner Describe how food tastes Order food / drinks in a restaurant Talk about meals

Take an order and making polite requests

Use informal commands Give cooking directions

Unit 7 - *Mi Diaria Rutina (My daily routine) y ¿Cómo te sientes? (How do you feel?)*

Objetos: By the end of the unit, students will learn to do the following:

Know the meaning and spelling for various body parts

Talk about their aches and pain

Talk and write about their daily routine

Describe their ailments to a medical person

Geocultura: [Argentina](#)

Objetos: By the end of this cultural unit, students will learn the following:

**Locate several important places on a blank map of Argentina
Students will learn basic facts about the people, food, and culture of Argentina.**

Unit 8 - ¡Vamos de Compras! (*Let's Go Shopping!*)

Objetos: By the end of the unit students will learn to do the following:

Shop in a Spanish speaking store

Describe what they are wearing

Describe what they wear for certain occasions Talk about what they did in their free time

Talk about where they went shopping with friends

Compare American fashion to Spanish / Latino fashion

Geocultura: *La República Dominicana*

Students will learn basic facts about the people, food and culture in la República Dominicana

Grading A=90-100% B=80-89% C=70-79% D=60-69%

Points are earned for: classwork, homework, quizzes, tests, projects, and participation.

Materials Students must bring the following every day:

- **Planner**
- **One three ring binder with dividers (vocabulary, handouts, quizzes/tests)**
- **Pen and pencil**
- **Binder paper**
- **Highlighter**
- **Dry erase markerS**

Homework Students are expected to complete a total of 10 minutes of homework each night for Spanish. If there is no specific assignment, students should review vocabulary, especially verbs and verb conjugations. specific assignments are written on the board and recorded in students' planners when assigned. Assignment reminders can also be found on the monthly course assignment sheet. I will provide this assignment sheet as a monthly syllabi to keep your current expectations organized clear and minimal.

Makeup Work -- Excused absences only

CHAPTER 15

PHYSICAL EDUCATION

Textbook - Educating the Student Body: Taking Physical Activity and Physical Education to School - - Harold W. Kohl III and Heather D. Cook, Editors; Committee on Physical Activity and Physical Education in the School Environment; Food and Nutrition Board; Institute of Medicine

Course Syllabus – PE1 Course Overview: Student will be provided the opportunity to develop skills and knowledge individually as well as team based sports and activities. The course consists of the following sports/activities, but is not limited to:

Fitness Testing, Soccer, Field Hockey, Tennis, Ultimate Frisbee, Ultimate Football, Softball, Track and Field, Weight Training, Basketball, Power Walking, Self-Defense (karate), Volleyball, Dance.

Rules: Proper athletic clothing and footwear required for class. (Students will not be allowed to participate without proper clothing and footwear.)

Proper clothing includes: tee shirt, long-sleeve shirt, sweatshirt, cotton shorts, sweatpants, socks, sneakers, gym, yoga, fitness jogging suit also sufficient. * No Pajama pants, jean shorts, tank tops and short shorts are not appropriate PE attire.

Students are required to use their storage space provided to store their belongings.

Students are required to wash their PE clothing.

Practice proper hygiene before, during and after class (ie. wear deodorant, shower, cut your nails, wash P.E. cloths on a regular basis, etc.)

Students must participate in 65% of all classes and all activities within those classes and receive a grade of 65% or higher to get credit for the course.

In some cases, where a student is medically excused long term for > 50% of total class attendance, that student must retake P.E in another semester. - *Medical excuses are only granted with a doctor's note. A note from a parent is not a medical excuse.*

Students must participate on a daily basis. Only three (3) excused classes are allowed per semester. However, you must participate in at least one class per unit to get credit, you can't use excused classes for more than one day in a particular unit, otherwise it will be a zero.

If a student takes a zero in P.E. they must attend PE Make-ups when signed up. A zero can be made up for a maximum of half credit.

Class cut is a zero and you can't make the class up. An excused class can't be used for a class cut.

All jewelry must be removed for class.
Expectations: - Student is expected to participate in all classes. Students are expected to behave appropriately. 2. Students are expected to respect others and come prepared to all classes.

Students are expected to have fun!

Grading:	Activities
(Skill/Participation/Attendance/Attitude/Behavior)	75%
Running (Mile/Inside Run)	25%

Attendance Policy/Class Participation/Make-ups: Missed classes may greatly affect your overall grade.. If you are not in class it is an absence. Long-term medical make-up is done with packets. Long-term medical must participate in 50% of classes and complete packets and papers to receive credit. Make-ups will be offered one day a week after-school, please check PE bulletin board for dates.

CHAPTER 16

Music / Culture

Textbook - Bakan, Michael B. 2012. *World Music: Traditions and Transformations*. New York: McGrawHill.

Course Description: This course explores some of the staggering diversity of musical traditions across the globe. It aims to broaden students' knowledge of World cultures through an appreciation of their music and the multiple roles that music plays in people's lives in Africa, Asia and Latin America and western Europe!

Throughout the course we will explore the connections of music to identity, migration, globalization, personal and community memory, and politics and power.

As we will see, music means much more than mere entertainment to many people throughout the world.

In particular, we will investigate the powerful role music and song have played in promoting human rights, equity, and social justice in the twentieth and twenty-first centuries.

While no musical experience is necessary, students will be expected to think creatively and critically about what they encounter in this course.

Expected Learning Outcomes: By the end of this course, you will be able to demonstrate:

- 1.) Familiarity with the music of several major cultural traditions of the world and the ways that people within them structure and think about it;
- 2.) Understanding the interaction between music and the culture that produces and consumes it and invests it with meaning, and in particular, to understand the role music has played in promoting human rights, equity, and social justice;
- 3.) The ability to critically apply the concepts and terms we learn in the course to a music culture of your choice through an in-class oral presentation and short written essay.

Required materials: *Bakan, Michael B. 2012. World Music: Traditions and Transformations. New York: McGrawHill. ,* note book, pen and Good Listening skills! Supplies will be provided for assignments.

Assignments: Reading, listening, and other assignments should be completed on the day for which they state.

Listening assignments are listed in the text of our textbook.

All assignments should be submitted typed (i.e., word processed) on regular computer/typing paper using a regular font and font size (e.g., 12-point Times or Times Roman; 1 or 1.5 inch margins). Please make sure that everything you submit has your name, the subject, and the assignment details, **THANK YOU!!!!**

Lesson Module 1 – How Music Works

1/6 Music and the Human Spirit 1/8 How Music Lives:

A Multicultural Approach 1/13

Basic Musical Terminology

Lesson Module 2 – Music of Africa

**1/15 Akan drumming and
dance 1/20 MLK Holiday – No
Class 1/22**

**West African drumming and
dance 1/27**

**The kora of Mali / The Shona
Mbira 1/29**

**Music and Protest in
Zimbabwe 2/04**

**Music and Protest in South
Africa 2/12**

**Music and Social Equity and
Justice Movements in the East
Bay**

Lesson Module 3 – Afro-Cuban and Mexican Musics 2/17

Afro-Cuban Roots of Latin American Music 2/19

Cuban Music Develops a “National” Identity 2/24

Cuban Music Migrates North 2/26

Music and Pan-Latino Identity 3/3

Music and Identity in Other Parts of Latin America 3/5

**Music and Latino Identity in the East Bay Project
Presentation Week!**

**3/10 Presentations 3/12 Presentations Your final project
report must be uploaded to Turnitin by 5:00 pm, March
19**

THE FINAL

CHAPTER 17

Technology / Home Economics (NOTE- @16 we will Discuss Driver Education Option if you maintain a B= 80 - 90 GPA)

Textbook -

Overview : This course is designed as a comprehensive introduction to the engineering profession.

Classroom discussions and presentations will inform the students of the many different avenues available to one in the field of engineering.

The emphasis of the course is the concept of communication, specifically those methods used in the field of engineering to convey design intent, including writing, drawing and public speaking.

General concepts of the design process and problem solving are also studied. Students will have the opportunity to practice their creative abilities both individually and in group design projects.

The class is considered a STEM Pre-Engineering course, which utilizes coursework developed by Project Lead the Way, (PLTW) a nationally recognized leader in technology and engineering curriculums. (See attached) Course Objectives

Become familiar with the design process and learn creative approaches to problem solving.

Learn freehand sketch techniques to assist in creating and conveying design concepts

Become familiar with industry acceptable documentation and drawing standards.

Become able to create 3D modeling parts, assemblies and technical drawings through the use of Autodesk Inventor software

Become proficient in record keeping through the use of an Engineering Journal

Gain experience in public speaking through the task of concisely presenting individual design solutions to a panel of peers and others

Exercise practical application of mathematical skills through the use of statistics, measurement and unit conversion exercises

Material : Engineering Notebook (provided by Instructor, to remain in classroom)

Two inch, three ring binder, Black pens, pencils and eraser, Student planner or calendaring device, 8 GB Flash Drive and any Textbook. However, No textbooks are required for this course.

Grading Policy

Grading is based on your completion of all assignments, attendance, work ethic, quizzes and tests. Your final grade in the course will be based on the following percentages:

Major Projects and Assignments 50%
Quizzes and Tests 20% “Work Ethic”
30% Attendance: If you are tardy or miss class multiple times, you will lose units of credit and your grade will be adversely affected.

Be advised that credits are earned by attendance only and cannot be made up. Much of the work will be done in class. Make up for class assignments will be given for excused absences only. Failure to complete make up assignments will adversely affect your grade.

Late Work: Late work will be accepted and graded as follows: 1 Day Late: - 25% 2 – 7 Days Late: - 50% Late Work will NOT be accepted after 1 week. Extra Credit: Extra Credit is very seldom offered.

To earn a good grade in this class, you need simply to pay attention, participate, be respectful, of our classroom rules and do your assigned work on time.

Bathroom Pass: Each student will be given 3 Bathroom Passes per Semester. No extra credit will be given for unused passes.

“Work Ethic” Grade: The Work Ethic grade is a very important aspect of this course. I am committed to providing opportunities where you can develop and strengthen “Job Ready Practices.”

In Classroom RULES: NO cell phones or other personal electronic devices are allowed in the classroom. I ask that Devices I provide be “OFF and AWAY” unless I direct use.

NO talking when someone else is talking.

NO food or drink allowed in the classroom. (Except water)

Classroom EXPECTATIONS: - Be PROMPT: in your seat and ready to work when the bell rings - Be PREPARED: Have your pencils, pens, planner, calculator with you every day -

Be RESPECTFUL: Simply stated, treat others how you would like others to treat you

Be ALERT: I want to hear your ideas, your thoughts, your questions...everything! Please communicate to me! That's what I'm here for! Please, Use care and respect for the computer equipment. Mistreatment will lose you the opportunity to use them, which will adversely affect your grade. Students and Parent or Guardian: Please sign below, signifying that you have read and discussed together the class syllabus. -----CUT HERE----- I have read and agree to abide by the rules and regulations of the Class Name course as described in the above syllabus.

Print Student Name:

Date:

Student Signature:

Print Parent : **Tam Boyy** Parent signature : **TB**

Note - Signature IED is the first of a series of series of classes follows a proven hands-on, real-world problem-solving approach to learning.

Student will learn and apply the design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills.

Discover the answers to questions like how are things made and what processes go into creating products?

Students use the same industry-leading 3D design software (Autodesk Inventor Professional) used by companies like Intel and Lockheed Martin.

They explore aerodynamics, astronautics, and space life sciences.

Students apply biological and engineering concepts related to biomechanics – think robotics.

They design, test, and actually construct circuits and devices such as smart phones and tablets and work collaboratively on a culminating capstone project.

It's STEM education, and it's at the heart of today's high-tech, high-skill global economy.

This course will complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies.

The program is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields.

Introduction to Engineering Design (IED), Designed for 9th or 10th grade students, the major focus of IED is the design process and its application.

Through hands-on projects, students apply engineering standards and document their work.

Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

Principles Of Engineering (POE) (Offered at James Logan High School) Designed for 10th or 11th grade students, this survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study.

Topics include mechanisms, energy, statics, materials, and kinematics.

They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

Civil Engineering and Architecture : How this knowledge can lead to a profound career.

Students learn important aspects of building and site design and development.

They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.o Biomedical Science in Brief

Biomedical Science, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person.

While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life.

The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Explore Computer Science Principles Students work in teams to develop computational thinking and problem solving skills.

However the course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity.

The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills.

The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

Digital Electronics (DE) is a high school level course that is appropriate for 10th or 11th grade students interested in exploring electronics.

Devices could be utilized in a variety of ways. I like to get the maximum out of my device as a writer, researching investigative Practical Nurse it is a big part of helping me function, reach the outside world, share my views, target an audience and learn how to be a better contribution for my community from a remote location.

I will show you some really cool equipment that I use to get things done and keep my mind and affairs organized if I may need to refer back to anything.

I will teach you some laws and cool things you should be aware of as well as very important things that will make you a responsible device user.

My goal is for you to develop good work habits, often referred to in industry as ***“Soft Skills.”*** ***Soft skills are often associated with maturity and will not only assist you in getting a job, but will also help you to keep your job and advance at it.***

Your Work Ethic score is determined by, among other things, your daily class point value accrued at the end of each quarter.

Each day you will be given 10 points upon entering the classroom. It will be up to you and how well you adhere to the Classroom EXPECTATIONS and Classroom RULES throughout each day.

CHAPTER 17

Home Economics -

Textbook : *Econ WORKBOOK DEMIDEC by; Jessica Raasch*

Home Economics Food Science and Technology Strand Fashion, Clothing and Textiles

Food for Functional Needs - 20	* Clothing for
Functional Needs	
Nutrition and Health - 30	* Fashion Sense
Food Commodities - 30	* Fashion
Design Fabrics	
Food Preparation - 35	* Fabrics
Clothing Construction	
Processing Technologies - 20	* Consumers'
Behaviour in Choice of Clothing	

Textile Products

Sub-total: 135 hrs.

*

Sub-total: 135 hrs.

Elective Part (Any 2 Modules from below) Lesson Elective
Part (Any 2 Modules from below)

1. Food Culture

1. Fashion Studies

2. Extended Study of Food 2. Textile Technology

3. Food Product Research/Develop. 3. Apparel Industry

60 hours for each Sub-total: 120 hrs.

Sub-total: 120 hrs. Total: 255 hrs. Total: 255 hrs.

CHAPTER 18

Food Science/Nutrition

Food Science and Technology Strand

Strand Food for Functional Needs

Nutrients (macro and micro nutrients)

Reactions of food and nutrients inside human bodies (digestion, absorption, utilization, accumulation, excretion, etc.)

Functions of food and nutrients in human bodies (e.g. body building / repairing, energy giving, making enzymes / hormones / body fluid, maintain homeostasis of body)

Key Fashion concepts/Textiles

User's Perspective Clothing for Functional Needs

Considerations of design and material, human ergonomics, occasions and activities

(e.g. uniforms, clothing for children and elderly, maternity wear, protective clothing, clothing for sports, leisure and entertainment, business)

Consumers' Behaviour in Choices of Food To make informed decisions to meet the needs of individuals, family members and society as a whole by considering the following:

Health concerns (e.g. food research findings)

Lifestyles and family living Social and emotional aspects of food Environmental issues (e.g. organic food, food packaging) Peer and media influence Impacts of marketing (e.g. advertising)

Consumers' Behaviour in Choices of Clothing and Textile Products To make informed decisions to meet the needs of individuals, family members and society as a whole by considering the following:

Health concerns (e.g. textile research findings)

Social role, lifestyles and family living

Environmental issues (e.g. water pollution, sources of fibres and fabrics) Peer and media influence The impact of marketing (e.g. Advertising)

Nutrition and Health. Nutritional requirements and needs of family members (e.g. babies, toddlers, children, teenagers, adults, elderly, pregnant women) and special dietary needs of family members (e.g. convalescents, vegetarians)

Dietary goals and guidelines (e.g. meeting nutritional needs of different age groups in the family)

Healthy eating and meal planning (e.g. to plan meals for family members with consideration to their budget, occupational needs, family occasions)

Diet-related eating disorders (e.g. nutritional disorder problems encountered by family members such as obesity) Fashion Sense

Origins of fashion, evolution of fashion

Identity of fashion (personal, national, cultural, religious, social)

Image and fashion.

Compulsory Part Food Science and Technology Strand Key Concepts Fashion, Clothing and Textiles Strand Food Commodities

Unit 1

Nutritive value of food components

Physical, biological, biochemical properties of food components (e.g. properties of carbohydrates, protein and fat)

Experimental studies of food and its properties

Scientific principles in food preparation and processing (e.g. effects of temperature, oxygen, acidity)

Techniques in food preparation and food processing (e.g. primary and secondary processing)

Food preservation (e.g. dehydration, pickling)

Food hygiene and safety (food-borne diseases, food safety control measures)

Natural and manufactured fibres (e.g. physical and chemical properties, testing) Fabric construction Fabric finishes

Materials Fibres and Fabrics

Technologies/ Process Technology

Unit 2

Clothing Construction - Materials and equipment

Construction processes (patterns, garments and accessories)

Application of technology Fashion Design

Design process (concepts and principles of design)

Design brief and considerations

Design illustrations Home Economics Food Science

Unit 3 -

Food Culture, Development of Food Culture – historical, social, economical, technological factors, etc.

Food Culture and Health – relations and implications

Impact of socio-economic, scientific, technological developments on food culture and related food product development – features of food products in different places, etc

Technology Strand Fashion, Clothing and Textiles Strand - Elective Part (Any 2)

Elective Part (Any 2) 1. Food Culture Development of Food Culture – historical, social, economical, technological factors, etc.

2. Food Culture and Health – relations and implications, Impact of socio-economic, scientific, technological developments on food culture and related food product development – features of food products in different places, etc.

1. Fashion Studies Development of Fashion – fad and fashion, historical perspective (design features at different eras), trend setting and trend development, adoption and blending of cultural elements.

Fashion Creation– design inspirations, development of a design collection, presentation and creative expression, IT application

2. Extended Study of Food Science and Technology / Food Microbiology - classification of micro-organisms: (e.g. fungi, bacteria and virus), principles of food contamination, food

spoilage and food poisoning, common food-borne disease causing micro-organisms, food production and manufacturing, micro-organisms used in food production

3. Food Packaging - purpose of food packaging, food packaging materials, labelling requirements and regulations, nutritional information and labels

4. Management of Food Safety - food hygiene and safety control plans and measures, concept of Hazard Analysis Critical Control Point (HACCP)

5. Biotechnology in Food Production – micro-organisms used in food production, genetically modified food, etc.

Textiles and Textile Technology - Textile Materials – fabric production, fabric finishes, quality control, universal uses of textile.

Fabrics – creation of new products, impacts of technological development

Food Product Research and Development - Principles of Research and Development of Food Products - information and market research of food products

Designing and Developing of Food Products - design and make food products to meet certain specifications

4. Sensory Test and Quality Evaluation of Food Products - analyse the appearance, taste, colour, smell, texture, temperature, etc. of different food products; investigate and identify factors and variables for causing such sensory effects; principles of sensory evaluation tests, e.g. paired comparison test, triangle test; statistical sensory analysis

Note : We will **COVER** Quality Control and Assurance of Food Products - principles and real practice in different food related settings

Marketing of Food Products – different marketing strategies on food products

3. Apparel Industry

Fashion and Clothing Business– influences on its development (economic cycles, business policy, availability of resources and manpower, etc.), advertising and marketing (local and global market)

Logistics Development - forecasting of fashion trend, supply chain management, production management, etc.

Human Development and Family

Family o The Family Unit o Role of family in the society o

Types of families in Mauritius o Establishing positive relationships at home and at school

Growing Up / The Human Life Span

Physical changes during puberty / Habits for healthful growth

Personal development

First Aid and Hygiene / Personal hygiene

Good grooming

First Aid (cuts & wounds) and First Aid kit

Safety rules at school and at home

Resources Management

- Human and non-human resources
- Consumer Education / Understanding consumer rights
- Responsibilities o Factors affecting consumer decisions

- Reading labels Food and Nutrition
- Nutrients and Food Commodities
- Importance of food / Macronutrients: Sources and importance
- Dietary fibre: Sources and importance / Meal Planning AND Food Choice
- The three food groups / Balanced meal
- Main factors influencing food intake

Diet-related Diseases / Excessive and or deficient consumption of macronutrients and dietary fibre

- Food and Kitchen Safety / Safety hazards in the kitchen
- Precautions to ensure safety in the kitchen

Food Management - Basic kitchen utensils / equipment

- Weight and measures / Kitchen linen
- Basic culinary skills / Cooking food – importance and methods
- Reading recipes 5 / Food preparation practical Design,

Clothing and Textiles -

- Fibres and Fabrics / Classification of natural textile fibres
- Study of natural plant fibres – Cotton and Linen
- Basic fabric manufacture - Clothes and Styles / Protective clothing
- Sewing Equipment o Basic sewing equipment – Use, care and functions UTILIZING Sewing Kit
- Safety measures to avoid common accidents when using these equipment
- Textile Applications o Basic sewing stitches
- Plain seam o Working creatively with fabric – Construction and decoration of textile items

Materials - 2 marble note book,PLAIN TYPING PAPER BE PROVIDED coloring pencils, pencil, pen, 4 folders, work book/text. (all materials for sewing/cooking I will provide)

CHAPTER 19

Family & Consumer Sciences – FACS

Textbook :

The Family and Consumer Sciences (FACS) program will build upon the life skills learned in previous grades.

The Nutrition unit will engage students in culinary labs, which will reinforce material taught in school previously. You will learn about healthy lifestyle choices that combine both fitness and nutrition. The six nutrient groups are introduced as students analyze their personal eating and exercise habits. They will learn how to read and analyze nutrition facts labels while paying attention to proper portion sizes. Students will also learn how to substitute ingredients in order to make a recipe healthier.

The Career unit will focus on the steps one should take when seeking a job. Students will be introduced to the world of work as we fill out job applications from local businesses, write detailed resumes and cover letters, and conduct mock interviews with myself or guest . An electronic career research project will be developed

using www.careercruising.com where students research a career of their choice.

The Financial unit will focus on helping students learn to budget their finances. This is important especially when you like to spend.. If you spend it all you will be left with NOTHING..Hands on activities will help you understand the various aspects of banking The pros and cons of credit, debit, and ATM cards will be discussed, as will the details of check writing and managing a bank account.

Eighth grade students expected to attend FACS class every day for one quarter of the school year.

CHAPTER 20

Family and Consumer Sciences Education -

Prepare students for :

family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop independence knowledge, skills, attitudes, and behaviors needed for:

- Becoming responsible citizens and leaders in family, community, and work settings
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments
- Promoting optimal nutrition and wellness across the life-span
- Functioning effectively as providers and consumers of goods and services • Successful life management, employment, and career development, budgeting/ money management
- Strengthening the well-being of individuals and families across the life span

- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Appreciating human worth and accepting responsibility for one's actions and successes in family and work life These program goals are achieved through course work aligned with the following Family and Consumer Sciences national and state standards.
- Career, Community, and Family Connections
- Consumer Science and Family Resource Management
- Interpersonal Relationships • Leadership • Individual and Family Development
- Education and Family-Community Services
- Nutrition and Wellness • Hospitality, Food Science, Dietetics, Food Production and Services
- Child Development and Parenting Education
- Early Childhood Education and Childcare Services
- Textiles and Design • Textile, Apparel, Housing, Interiors, and Related Careers
- * To be able to communicate in a variety of ways in diverse circumstances

• Read, analyze and evaluate information from multiple sources • Use problem-solving skills across disciplines • Use technology as a tool for learning Civic Expectations • Develop and maintain a healthy lifestyle • Demonstrate active participation and the ability to cooperate in a diverse world • Create an environment of respect and take appropriate action against harassment, abuse, and discrimination.

So LET US LEARN ALOT about ourselves each other and the world we are in it will be an unforgettable journey. Enjoy the Year!

CHAPTER 21

SAMPLE

Homeschooler's Parent Name: Ms. Tame Boyy

Address: 0 O Street

Albany, N.Y. 00000

Today's Date : July 27th, 2018

Albany City School District - **ATTENTION** - Homeschooling -

Superintendent of School District - Pupil Personel Mc Dowell

75 Watervliet Avenue

Albany, NY 12207

To Whom it May Concern,

I am sending this letter of intent as required of Section 100.10 of the Regulations of the New York State Commissioner of Education.

I intend on homeschooling my son, Donald Duckie, who will be entering grade 9/10, for the 2018 - 2019 school year.

In Regards,

Ms. Tame Boyy

Class Expectations

BE PUNCTUAL = Show up to class on time. BE PROMPT Be ready to work when necessary. BE PREPARED to succeed BE Productive Be Professional Be Pleasant. If your remember those 3Ps we will do fine! Utilize your time in and out of class. BE POSITIVE. Smile and have fun!

Classroom Management Plan

Classroom disruptions will be addressed with a progressive plan in the instance it progresses to DANGEROUS patterns of behavior unhealthy for an adolescent.

1st incident will result in a verbal discussion.

2nd incident will result in call to (other) parent contact.

3rd incident will result in mental health referral.

Afterschool Detention (ASD)

There is NO After school detention so we may balance our roles at home aside of instruction..Thereby you will lose lunch time by having 2 listen to a lecture from me during your lunch which would be disruptive I KNOW THIS, so I encourage you to come to #LEARN! Tardies as determined by circumstances.

Home Tutoring -

Provided by me when it is convient for both parties , until I can get the School District to be responceible, accountable and assistive to your learning/adaptive needs. (FOR certain I will work on this.)

Walk in tutoring/help is available Tuesday mornings from 6:00 am to 8:00am and Thursday afternoons from 3:20 pm to 4:20 pm. Please inform your teacher if you plan on attending a tutoring session at least 1 day in advance.

Academic Dishonesty

Per the code of conduct academic dishonesty is defined as: intentionally using information from or property of another without permission to obtain an unfair advantage or receive a grade or score that was not legitimately earned. This includes cheating and plagiarism and will not be tolerated. Any instance of academic dishonesty will result in a failing grade A 0 ZERO = to NO CREDIT A 0 for a grade. Further incidents will be addressed per the code of conduct.

Grading

Grades will be based on 80% assessments and 20% class work and home work. Assessments may include but not be limited to quizzes, chapter tests, unit tests, final exams, projects, writing assignments, DBQs (document based questions) and speeches. Class work and home work may include but not be limited to discussion, shoulder assessment, note taking, group collaboration, current event analysis, reading assignments, preparation, prewriting etc. There is no busy work in social studies. Everything we do will be done to prepare for the future; whether it is an upcoming quiz, test, final

SAMPLE CAITA

Homeschooler's Parent Name: Ms. Tame Boyy

Address: 1 O Street

Albany, N.Y. 00000

Today's Date : July 27th, 2018

Albany City School District - **ATTENTION** -
Homeschooling - Superintendent of Albany City School
District - Kaweeda G. Adams

Director of Pupil Personnel Services - [Kerri Canzone-Ball, Ed.D.](#), and [Ms. Mc Dowell](#) if appropriate in Pupil Personnel Services and the School he was attending, as I already have as well! NOTE : Since I have not been able to get the Albany City School Districts cooperation, respect or Professionalism when I attempt to work with ANY of you, do not expect any. So I am requesting this too be sent to ALL appropriate parties incl. the [CSE Dept. Chairperson Katie M.](#) as my child is disabled currently has an IEP at previous school on record with district.

However - I would adjust what is necessary for each child!

75 Watervliet Avenue
Albany, NY 12207

Letter of Intent to Home School

To Whom it May Concern,

I am sending this letter of intent as required of Section 100.10 of the Regulations of the New York State Commissioner of Education.

I intend on homeschooling my son, Donald Duckie, who will be entering grade 9/10, for the 2018 - 2019 school year.

In Regards,

Ms. Tame Boyy

Individualized Home Instruction Plan

(IHIP) Grades 9-10

Completed IHIP following a letter of intent submitted to;

Superintendent of Albany City School District- *Kaweeda G. Adams*; Director of Pupil Personnel Services - *Kerri Canzone-Ball, Ed.D.*, requesting the receivers forward to other subordinate Appropriate parties in Pupil Personnel/ or School that need to be informed as well as CSE, Chair person - *Katie Magel*

1 Academy Park,

Albany, N.Y. 12207

Date Received:

SCHOOL DISTRICT: Albany

Name of Student: Donald Duckie

Student's Grade : 9/10

**10th Student's Birth 0/00/
ate: 00**

**City/State of Birth: Albany,
N.Y.**

**Name of BOTH Parents/Guardians: Ms.Tame Boyy / Mr. D.
Duckie**

Mailing Address: 0 O Street

**City/State: Albany, N.Y. Zip: 00000 Home Phone: 518 -
000- 0000**

Parents' E-mail address: z000@gmail.com

Name of person providing Home Instruction: Ms. Tame N. Boyy

Suggested Dates for Quarterly Reports

11/04/16	1st quarter
<hr/>	
02/03/17	2nd quarter
<hr/>	
04/07/17	3rd quarter
<hr/>	
06/23/17	4th quarter
<hr/>	

PROJECTED plan for annual assessment

Name of Standardized Test (Annual Assessment): the Stanford Achievement Test or the Comprehensive Test of Basic Skills, whichever is approved and reasonable for my son the District Superintendent and Myself!.

_____ August
11. 2018

Parent/ Guardian Signature: Date

School District Representative Date

PLEASE DO NOT DETACH FROM COVER SHEET

Curriculum Grades 9-12 (Required Instructional Hours: 990 per year or 248 per quarter)

The UNITS are cumulative requirements for grades nine through twelve. The time suggestions are provided as a MODEL to assist in assessing equivalency: as a 9/10 grader you can keep this page as a reminder of the hours and expectations on a legal level for you as a student. It seems like a lot of hours but we will do 45mins of each class daily NOT 180 minutes each per day sooo RELAX!

This is FYI so I have *highlighted* all that pertains to YOUR YEAR

*****Can you Read the bottom* sentence?! (JUST CHECKING EYESIGHT, make sure your glasses are working, *how does a boy Enjoy learning, when he can not see his lesson!?* ****THINK we are off to a good start!* Now read alllll the way to the bottom, THANK YOU! Inform me of any issues!!

THANK YOU ALL FOR YOUR DOWNLOAD/ or
Purchase

“ MAY WE ALL LEARN 2 GROW
TOGETHER “

Remember to be engaging and Interesting as this book is for Any Adult skip past the 12 get to the business, WHEN we know better as a Human race We do Better as One! The past is Not about history It is about the Story of Human Beings and the world with everything n it, we are apart of!

zalainacarpenter@gmail.com & darealwhiteiron@gmail.com